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Block Spring 2017

*Fill this form out electronically. Click in the middle of the blank line and start typing. The line will expand as you type. OR pick a Web 2.0 communication tool and share the same information requested on this form.*

### *3-2-1 Project*

Maine Common Core Teaching Standard 11.3 (ISTE Standard for Teachers 3) states that teachers should *Model digital age work and learning--Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.* Indicator A is: *Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.*

The 3-2-1 Project is about exhibiting knowledge and skills of an innovative professional including demonstrating fluency in technology systems. The objectives and directions for the 3-2-1 Project are on the wiki (<http://umfresources.wikispaces.com/EDU221ExperiencingDifferentTechnologies>).

This is the form to report your results of the project.

## **3** Content Creation and Editing Software Packages

*Use each of the three different software types on a project for EDU 221. Project possibilities include: MEL, Positive Learning Environment Seminar Presentation, Unit Student Sample for Dr. Theresa, Lesson Student Sample for Dr. Grace, End of Semester Reflection for Dr. Grace, Project in Your Field Placement (describe the project)*

### ❖ Audio Recording Software (GarageBand, Audacity, etc.)

Which software did you use? Audacity

For which project did you use this software? Lesson Student Sample

List at least 3 features of this software that you personally used (where you had control of the mouse and/or keyboard) that were **new to you**:

1. Changing the pitch of my voice
2. Changing the volume of certain phrases in the recording to make them clearer and easier to hear
3. Using the equalization effect to even out the audio quality

How could you have your students use this software in a Modification or Redefinition way in your future classroom? (Give a specific example for a unit in your concentration.) My students could use this software to create an interview between different historical figures from a specific era of history.

### ❖ Comic Making Software (Comic Life, Pixton, Toondoo, etc.)

*If you are already familiar with comic-making software, you can use infographic-making software or other still image editing software approved by Dr. Theresa.*

Which software did you use? Comic Life

For which project did you use this software? PLES presentation (creating the example classroom arrangement sheet)

List at least 3 features of this software that you personally used (where you had control of the mouse and/or keyboard) that were **new to you**:

1. Inserting boxes that did not have text in them
2. Adjusting the size of the shapes as necessary
3. Changing comic layouts while trying to decide which one would work best

How could you have your students use this software in a Modification or Redefinition way in your future classroom? (Give a specific example for a unit in your concentration.) My students could use this software to create short comic strips that display the results of a historical event.

### ❖ Movie Editing Software (iMovie, Windows Movie Maker, etc.)

*If you are already familiar with comic-making software, you can use screencasting software or other video creation/editing software approved by Dr. Theresa.*

Which software did you use? Windows Movie Maker

For which project did you use this software? Lesson Student Sample

Did you do the project alone? With a partner? With a group of 3 or more? Alone

List at least 3 features of this software that you personally used (where you had control of the mouse and/or keyboard) that were **new to you**:

1. Using a variety of transitions (I've always only used one before)
2. Changing the duration of the transitions
3. Importing an audio file that had not been recorded as a voiceover in Windows Movie Maker

How could you have your students use this software in a Modification or Redefinition way in your future classroom? (Give a specific example for a unit in your concentration.) My students could use this to create and edit a commercial that defends or refutes a side of a historical debate.

## 2 Web 2.0 Communication Tool

*Take a risk and pick a Web 2.0 tool you've never used before, figure out how to use it, and then use it on at least one blog entry or project. It cannot be a blog, wiki or website building tool.*

- What Web 2.0 tool did you use (name it and give the URL)? \_\_\_\_\_
- How did you find out about it? \_\_\_\_\_
- For what blog entry or project did you use it? \_\_\_\_\_
- What did it do that you liked? \_\_\_\_\_
- What did it do that you didn't like (what frustrated you, what features were too hard to figure out, etc.)? \_\_\_\_\_
- Would you consider using it in your classroom? Why or why not? \_\_\_\_\_

## 1 Operating Systems

*Familiarize yourself with one more computer operating system that you haven't used before\*.*

Operating system possibilities: Mac OS, Windows [XP, Vista, 7], Linux, iOS [on the iPhone/iPad/iPod Touch], Unix, Android, Windows CE [mobile Windows devices]\*\*

- What is the operating system of your personal laptop? Windows 7
- What is the other operating system that you tried? Mac OS
- How did you spend your 15+ minutes? What project were you working on and what tasks (open an existing file, start a new file, copy and paste, save, print, etc.) did you carry out? I created an iBook, created a new iBook file, opened an existing copy of the iBook, saved my progress, and exported the finished product as both an iBook and a PDF.
- What were your frustrations? I couldn't figure out how to get rid or edit the empty pages that appeared on the iPad version of the iBook.
- When you have to learn a new operating system some day (e.g., your school gives you a new laptop with a different operating system than you're used to), what strategies will you employ to get comfortable with it quickly? Find similarities between operating systems to establish a foundation before focusing on figuring out the main differences; look up tutorial videos if there are specific functions that I am struggling to figure out

*\*If your laptop is new this semester AND it's a different operating system than your last personal computer, the operating system on your laptop counts as your "new" operating system. Just explain your situation for the answer to the first question.*

*\*\*If you had never used an iOS device before the iPad event at the beginning of the semester, you can count iOS as your new operating system.*

*\*\*If you have used three or more operating systems, skip the questions above, do not try yet another operating system (unless you want to), and instead, write a paragraph describing three of the operating systems you've used, how they compare, how you keep them straight when you switch back and forth between them, and what strategies help you learn new operating systems.*